



Professional Development Plan (PDP) forms available at: <http://dpi.wi.gov/tepd/pdp.html>

BIOGRAPHICAL INFORMATION		
Educator Name XXXXXX XXXXXXXXXXXXXXX		Educator Telephone Area/No. (000) 000-0007
Educator Address <i>Street, City, State, Zip</i> XXXXXXXXXXXXXXXXX X_____, WI 53		Educator Fax Area/No.
E-Mail Address XXXXXXXXXXXX.com		Educator File No.* 7
Educator School District School District		
Current Educational Assignment Kindergarten	No. of Years in Current Assignment 1	Years of Educational Experience 1
Month/Year PDP Submitted for Goal Approval ( <b>Initial Educators Only</b> )		Month/Year Plan Submitted for PDP Verification May 31, 2012

\*Educator file numbers may be found on the DPI Educator License lookup at: <http://dpi.wi.gov/tepd/lisearch.html>.

Present Licensure Stage	Licensure Category	Date Current License Expires
<input checked="" type="checkbox"/> Initial Educator	<input checked="" type="checkbox"/> Teacher	<b>6-30- <u>2016</u></b>
<input type="checkbox"/> Professional Educator	<input type="checkbox"/> Administrator	
<input type="checkbox"/> Master Educator	<input type="checkbox"/> Pupil Services	

## PROFESSIONAL DEVELOPMENT PLAN

### Step I: Preparing to Write the Plan—REFLECTION

Reflect and prepare to write your PDP goal in Step II. While reflection is a required step in the PDP process, recording your reflection below is optional.

As I look back on my first year of teaching I think about the variety of successes and challenges that presented themselves. I am fortunate to have built strong relationships with my colleagues and students, and I worked hard to create a classroom environment that is both inviting and nurturing. One of the challenges I faced is that at the beginning of the year I learned that our district's goal was to improve reading scores among students. In my school this meant adopting a balanced literacy framework that incorporated the Daily Five. I had only read about this program in my undergraduate work and did not have any classroom experience with it. Therefore, I needed to do a lot of preparation and trial-and-error to see what worked best for my students. Our school is maintaining its goal of improving reading among students next year. Because of this my main focus will be to continue refining my literacy block and to create engaging learning opportunities that both challenge my students and hold them accountable to what they are learning.

### Step II: Writing the Plan—COMPONENTS

#### A. Description of School and Teaching, Administrative, or Pupil Services Situation

I am currently finishing my first year of teaching kindergarten at XXXX Elementary School. My role as a kindergarten teacher involves me teaching students across all subject areas including literacy (reading and writing), math, science, social studies, and physical education.

XXXXXXXX is an urban school district located in Milwaukee's XXX side. It serves more than 1,300 students across its X buildings (elementary, middle, and high school). The XXXX school community is composed of 400 students ranging from Pre-K through 5th grade. Approximately 26% of the students are minority (XX% Hispanic, X% Black, X% Asian, X% Asian American, X% Other), XX% are designated as special needs, and XX% are economically disadvantaged.

Our district's belief is that education is an innovative, evolving process based on student needs and that learning is a shared

### PROFESSIONAL DEVELOPMENT PLAN (cont'd)

responsibility among the student, family, staff, and community. One of our district goals is to improve reading scores among our students. At XXXX School, our mission is that “all students will be successful readers!” Part of this goal includes seeing students engaged in a balanced literacy program on a daily basis. Students participate in several activities including guided reading, independent reading, partner reading, computer activities, listening to reading, writing, word work, and conferring.

#### Review Checklist for Description of School Situation

- ☒ Did you include a description of your teaching, pupil services, or administrative position?
- ☒ Did you include the number of years you have taught, been an administrator, or been in pupil services?
- ☒ Did you include whether the school is located in an urban, suburban, or rural setting?
- ☒ Did you include the ethnic, special needs, and socioeconomic makeup of the school population?
- ☒ Did you include your building goals/mission and/or district goals/mission?

#### B. Description of Goal to be Addressed

It is recommended that you use this stem: **I will...** (research, study, learn, apply, etc.) **So that...** (describe what you want to see happening differently with student learning).

I will learn more about the Daily Five and plan a variety of activities so that students will experience success with reading and be held accountable to what they are learning.

#### Review Checklist for Description of the Goal

- ☒ Did you describe how your goal will impact your professional growth?
- ☒ Did you describe how your professional growth will have an effect on student learning?

#### C. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards

Based on your reflection, describe the reason for your goal. Describe how your goal is linked to your educational situation, and write out the Wisconsin Educator Standards (two or more) that you will focus on to meet your goal.

During my first year of teaching I learned a lot about implementing a balanced literacy program in the classroom. One of our school-wide goals is to improve reading scores among students, and part of this includes incorporating the Daily Five as part of the literacy routine. In order to effectively implement the Daily Five my goal is to further my understanding of this reading framework and continue developing lessons and activities that engage my students. It also includes holding my students accountable to what they are learning so they can experience success with reading. Because of these elements my goal addresses the following Wisconsin Educator Standards:

- 1.) Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2.) Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

#### Review Checklist for Rationale for the Goal

- ☒ Does the rationale tell how your goal connects to your school, teaching, administrative, or pupil services situation? (*Choose the category that applies to your situation*)
- ☒ Did you write out the Wisconsin Educator Standards that you will focus on to meet your goal? (must select two or more)

#### D. Plan for Assessing and Documenting the Goal

Record the anticipated methods you will use to assess your professional growth and the effect on student learning. It may be helpful to review steps III and IV when writing your assessment plan as they outline what is necessary when documenting your completed plan.

In order to assess my professional growth I will continuously engage in self-reflection. I will also assess my learning and growth from feedback I gain after classroom observations and meetings with the literacy coach. The professional growth I gain from reading literature and staff development/workshops will be reflected in my selection of literacy activities and accountability feedback strategies.

The method I will use to determine the effect of my growth on student learning will be formal and informal assessments. This will not only include collecting student work, but also completing running records to see how my students are progressing with reading. I will use this feedback as well as end-of-the-year data to continuously improve my lessons so that each year I am better able to teach reading to my students.

### Review Checklist for Plan for Assessing and Documenting Achievement of the Goal

- ☒ Did you include in the plan the anticipated methods you will use to assess your professional growth?
- ☒ Did you include in the plan the anticipated methods you will use to assess the effect on student learning?

### E. Plan to Meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Note: Completion dates will be filled in during Step III as each objective/activity is completed.

#### OBJECTIVE 1

I will increase my understanding of the Daily Five and best practices in teaching literacy to kindergarten students.

Activities	Timeline	Collaboration	Date Completed
I will read and take notes on professional literature related to the Daily Five and implementing it in the classroom.	Summer 2012		
I will have my mentor and principal observe the Daily Five in my classroom and receive feedback from them in order to continuously improve my teaching.	2012	I will receive feedback from my mentor and principal after observations. I will also talk with other teachers about the Daily Five in their classroom.	
I will conference with our school's literacy coach in order to get additional ideas and suggestions for effectively implementing the Daily Five.	2012-2014	I will work with the literacy coach to get more ideas and suggestions to use in my classroom.	
I will attend workshops/SEWNTP offerings that are geared towards balanced literacy or effectively teaching reading to students.	2012-2013	I will collaborate with other individuals attending the conference.	
I will engage in staff development related to our school-wide goal of improving reading among students.	2012-2013	I will work closely with other teachers in my school, especially members of my grade-level team.	

#### OBJECTIVE 2

I will implement a variety of engaging literacy activities that both challenge and hold students accountable to what they are learning so they can experience success with reading.

Activities	Timeline	Collaboration	Date Completed
I will incorporate a variety of literacy activities that I have discovered or will discover to engage and challenge the students in my class.	2012-2016	I will not only gain ideas from reading texts, but will also learn from other staff in the building what works best for students.	
I will incorporate accountability into my Daily Five routine by using different methods of	2012-2016		

	<b>PROFESSIONAL DEVELOPMENT PLAN (cont'd)</b>	
--	---	--

feedback for students to show what they learn.			
I will use the information I gain from student feedback to continuously adjust the literacy activities in my classroom to meet their needs.	2012-2016		
I will regularly complete running records and look at student work to assess how my students are progressing with reading.	2012-2016		
I will look at end-of the-year reading data from my students to see if I am meeting the school's goal of improving reading among all students.	2012-2016	I will confer with other teachers and compare my data with others in the building.	

**OBJECTIVE 3**

Activities	Timeline	Collaboration	Date Completed

**OBJECTIVE 4**

Activities	Timeline	Collaboration	Date Completed

**OBJECTIVE 5**

Activities	Timeline	Collaboration	Date Completed

**Review Checklist for Objectives, Activities, Timeline, and Plan for Collaboration****1. Objectives**

☒ Did you include objectives that directly address the goal?

☒ Did you include objectives that are observable and verifiable?

## 2. Description of Activities and Timelines

☒ Did you align your activities with your goal and objectives?

☒ Did you extend the activities through multiple years of the licensure cycle?

☒ Did you state a timeline for completing the activities?

## 3. Plan for Collaboration

☒ Did you include collaboration with others in your plan?

**Initial educators must submit Step II, A-E, to a PDP Team for Goal Approval.**

## Step III: Annual Review of the PDP

Annual reviews are done in years two, three, and four and will be submitted as part of your completed plan in the last year of your licensure cycle.

- Return to Step II E and enter completion dates for each activity completed.
- Write a reflection in year two summarizing the progress made towards completing your goal.
- Indicate, in your reflection, how you grew professionally and/or how your professional growth had an effect on student learning.
- Write any revisions to your objectives or activities in the revision area.
- Return to this step annually until your PDP is complete and ready to be submitted for verification.
- **Initial Educators** may complete a 3, 4, or 5 year plan. One annual review is required for a three-year plan, two annual reviews are required for a four-year plan, and three annual reviews are required for a five-year plan. If there is a substantial change to your **GOAL**, you must complete and resubmit section II A-II E to a team for review and approval of the new goal.
- **Professional Educators** must complete a five-year plan with three annual reviews.

Reflection (Year 2)	Revision (if needed)
<b>Date:</b>	<b>Date:</b>

Reflection (Year 3)	Revision (if needed)
<b>Date:</b>	<b>Date:</b>

Reflection (Year 4)	Revision (if needed)
<b>Date:</b>	<b>Date:</b>

## Review Checklist for Annual Review

- ☐ Did you include in your reflection how you grew professionally and/or how your professional growth had an effect on student learning?
- ☐ Did you include any revisions to your objectives or activities?
- ☐ Did you fill in completion dates for activities? (refer to Step II E of your plan)

	<b>PROFESSIONAL DEVELOPMENT PLAN (cont'd)</b>	
--	---	--

**Step IV: Documentation of Completion of the PDP**

Your PDP must include 3-5 pieces of evidence that document professional growth and the effect on student learning. Number and label each piece of evidence (i.e., 1. Student test score analysis). You may use a single piece of evidence that focuses solely on professional growth or the effect on student learning as long as your completed plan includes both types of documented evidence. When attaching evidence, please include the number and label entered below.

**A. Evidence of Professional Growth and the Impact of Professional Growth on Student Learning**

- Number and label each piece of evidence.
- Indicate whether each piece of evidence documents professional growth, the effect on student learning, or both.
- Describe each piece of evidence identifying what is documented and the relationship of the evidence to the goal.

1. 2. 3. 4. 5.	
----------------------------	--

**Review Checklist for Evidence of Completion of Your Plan**

- ☐ Did you provide three to five pieces of evidence?
- ☐ Did you describe how your evidence documents your professional growth?
- ☐ Did you describe how your evidence documents the effect on student learning?

**B. Reflection and Summary**

- Describe how you grew professionally in the Wisconsin Educator Standards identified in your PDP.
- Describe in detail the effect of your professional growth on student learning.
- Describe how you collaborated with others while working on your PDP.

**Review Checklist for Summary and Reflection Statement**

- ☐ Did you describe how you grew professionally in the Wisconsin Educator standards identified in your plan?
- ☐ Did you describe the effect of your professional growth on student learning?
- ☐ Did you describe how you collaborated with others?

**C. Submitting the Completed PDP for Plan Verification**

<p><b>Submit your completed PDP including your 3-5 pieces of labeled evidence to a PDP Team no later than January 15 of the final year of the plan. If you are an Initial Educator, include a copy of your signed Goal Approval Signature Form(s).</b></p>
--